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ABSTRACT

The purpose of this paper is to increase awareness of the self concept as a variable, to indicate what is known about the self concept from existing research, to discuss its importance to the school and its effect on learning, and to offer a method of assessment which is tied to a definition arbitrarily made as a starting point for researchers. A child is defined as having a positive self concept, or self image, when (1) he likes himself, his family, and his people, (2) he believes what he thinks, says and does makes a difference, (3) he believes he can be successful, (4) he believes he can solve a variety of problems, (5) he has a realistic estimate of his own abilities and limitations, and (6) he expresses feelings of pleasure and enjoyment. Each part of this definition is expanded and illustrated. From the expanded definition, nine psycho-social factors were extracted: self awareness, appropriate emotional affect, good relationship with family, good relationship with peers, efficient verbal participation, positive approach to learning, realistic reaction to success and failure, and self satisfaction. A classroom rating scale for teachers was devised, using these nine factors. A strategy for obtaining an indication of self image from children is outlined and directions are given for administering the semi-projective device. A copy of the Rating Scale for Measuring a Child's Self Concept is included. (Author/RH)

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THE SELF CONCEPT

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THE SELF CONCEPT

A child is attempting to read in Group III, (the slow reader group), of a second grade classroom. He reads word by word, the others giggle or sit bored. The boy glances up with embarrassment. In the future,

> "Such a child is likely to avoid reading, and thus the very experience which might change his negative concept of self is bypassed. Worse still, the child who believes himself unable to read, confronted with the necessity for reading, is more likely than not to do badly. The external evaluation of his teachers and fellow pupils, as well as his own observation of his performance, all provide proof to the child of how right he was in the first place! The possession of a particular concept of the self tends to produce behavior that corraborates the self concept with which the behavior originated." (Combs, 1952, quoted in La Benne and Greene, 1969, page 26.)

In this, Arthur Combs has pointed out the circular effect of a negative self concept on reading and how the teacher contributes to it with her use of group reading levels and misuse of group reading.

In schools we have been traditionally concerned with promoting cognitive growth. Now we realize that feelings, emotions and attitudes can no longer be ignored. The noncognitive variable which is currently attracting the greatest research interest because of its far reaching effect on learning is one variously designated the "self concept", "self esteem" or "self image". In the past two decades several studies of the self concept give evidence that a low self concept results in low school achievement. It is not known which came first, but it is evident that in order to change achievement the self concept must change.

The purpose of this paper is to introduce the idea of self concept

and to point out what is known in already existing research, to discuss its importance to the school and its effect on learning, and to offer a method of assessment which is tied to definitions we are arbitrarily making as a place to start.

It is generally agreed by teachers and other educators that what we want is to preserve high self esteem if it is brought into the classroom, and to promote the growth of a healthy self image when it is not. It is also pretty much agreed that what is needed for the presence of a good self image are friends, the respect and acceptance of others, experiencing success in undertakings, the love and admiration of family, independence, and feelings of control over oneself and over others. Now educators can bring about a restructuring of the child's picture of himself by meeting some of these needs. If the child comes to school seeing himself as a respected and successful person and the school experience helps him to continue feeling this way, no change in the self image will occur. On the other hand, a child coming to school for the first time, feeling frustrated by inability to solve school problems, and lacking the respect of those around him who meets success and experiences respect for the first time, will change his feeling about himself. Change can, and does, occur but only very slowly. This depends on what the child expects of himself and on whether his expectations come true. If he thinks poorly of himself and this expectation comes true, he will get worse and visa versa.

Where there is a discrepancy between the culture of the home and the culture of the school and the child forced to fit the new pattern

he may in fact not be successful at first, and begin to seem himself as unsuccessful or unliked. Self concept develops in a context and is organized to fit a child's community or his immediate environment, i.e., it develops in a cultural framework. The self concept is modified by the values, the customs, the language and the level of aspirations of the child's family, friends, and community. This means that if the child moves from one cultural framework to another, what you know about his self image may not tell you how he will behave in another cultural group. A white, English-speaking child, moving from the home to the school, probably does not encounter much difference in values; if he had been treated as a likeable, successful person at home, he will continue to see himself as a likeable and successful student.

A child from an environment culturally different from that in most schools will not necessarily suffer from the change. Soares found in his study of culturally different children, that they do not always suffer from low self esteem as long as they are protected from the negative attitudes of others (in neighborhood schools). However, when integrated into the majority group different in appearance, language, and values, the benefits gained from the support of their own group standards and from the presence of adults and other children like themselves, may not hold up.

If, on the other hand, the child's self image has developed in a subgroup which sees itself (by some standards) as unliked, or unsuccessful, then the child comes to the school seeing himself in this manner. Several studies (Long, 1968, Carpenter and Burse, 1969, etc.) cite research evidence showing that black children have lower self concepts than white children and that it gets worse as the child progresses through the "middle class" school system.

The self concept is a learned system of expectations, a group of feelings about oneself based on experience. We know that it is a psychological construct; it does not have a physical existence and has never been seen. The term "self concept" is only a symbol, a useful shorthand notation for summing up what a person feels about himself. And, if we attach the term "healthy", we imply that one takes care of oneself seeks what one needs, and enjoys creating! In the Responsive Model Follow Through program we say a child has a positive self concept, or self image when:

1. He likes himself, his family, and his people.
2. He believes what he thinks, says and does make a difference.
3. He believes he can be successful.
4. He believes he can solve a variety of problems.
5. He has a realistic estimate of his own abilities and limitations.
6. He expresses feelings of pleasure and enjoyment

George Herbert Mead (1934) looked upon the self concept as both an image and an instrument: an image because it reflects the attitudes of others, and an instrument becasue it is used to interpret new experience in the light of past encounters. The self concept comes out of the past, and is used to predict the future. In the beginning it is a "reflected" self -- it reflects how others feel. These actions and feelings of others are soon internalized by the young child, and he comes to feel about himself as he perceives others feel about him. And these feelings are brought to each new experience: the outcome of that experience passes through the filter of self-feelings and in time adds to the already existing concept of the self.

What Can We Do?

We have stated that we as educators need to concern ourselves over two types of children: the child who comes to the school with a good self image

and who is in danger of losing it because he may see himself as unsuccessful, and the child who has developed a poor self image in a negative environment. Because feelings of worth apply to all behaviors, what we do to enhance or maintain the self generalizes from school to playyard to home. What can we do to start the process in motion?

First, in order to help a child have a more positive view of himself, we must seem him as he sees himself, not as we want to seem him, and not as we want or think others seem him. The child must be free to reveal himself and not try to be the person he thinks others will approve of. He must feel free and secure in saying "I do not know" or "I do not want to." When we provide an environment which enables the child to explore, to spend the time he wishes at the tasks he enjoys, to express himself without threat, and to find materials of various levels of difficulty so that he can pick those which lead to success, we provide a climate in which he can reveal himself, get to know himself better, and hence, it is an environment for healthy growth.

This quality of environment also provides the raw materials upon which children can project themselves -- art, poems, choice of own books, etc. We show our genuine liking and respect for them by offering such opportunities for development of individuality.

We cannot expect to maintain or enhance the self concept of a child unless he feels secure of our respect for his individuality. When the child feels he is genuinely respected and liked, he will feel secure enough to experiment with his environment, to explore, to try out, to move from one area to another, to obtain satisfaction, to get to know himself better. He will become aware of his own feelings and needs, appropriate emotions will

be expressed, he will interact verbally with the teacher and his peers; he will approach the learning situation bringing all his experiences with him, and his levels of aspiration based on previous success and failure will be realistic. The result will be a total physical and emotional involvement with the environment.

Gordon (1966) states that personality is the motivating and selecting factor in learning, influencing retention and utilization of information. We want to send into the world a child who has a wide range of experience and who is able to use what he has learned. And in any learning situation we want all of the child's previous experience operating that will help him assimilate the new experience. But if he brings with him from past learning inappropriately negative feelings, then he may shut out those things that cause pain. If he has had to stutter through a reading passage, he will avoid recalling the words that were corrected. Consciously or unconsciously, he will "tuneout" that part of his life. Similarly, if he brings with him negative emotional affect, then parts of the new experience may be shut out, and learning, if it takes place at all, will be minimal and distorted.

To create the climate for growth and change, we need to provide the raw material of respect, liking, experiences of success and a threat-free environment for the child to use his senses, perceptions, and judgement as the tools for interacting with the things and people around him.

Measurement of the Self Concept

We have said that the self concept is a hypothetical construct -- it cannot be seen. If we talk about the self image of another, we infer what it is like from observing behavior and drawing inferences about it. If we talk about our own self concept, then, we infer what it is like from observing our feelings about ourselves. There are thus two ways we may go about measuring what the self image is like -- we may ask that person to tell us what it is like, or we may infer it from observing him. It would seem that we would arrive at the same information, no matter which method we used, but this does not appear to be so. Combs, Super and Courson (1963) had sixth graders rate themselves on eighteen self-referrent items and then had trained observers rate the children on the same eighteen items; correlations ranged from -.19 to +.36. It appears there is some relation between self reports and reports by others but it is not a one-to-one relationship. The authors describe some of the interferring variables as:

- the clarity of the reporting subject's awareness
- the ability of the reporting subjects to symbolize experience
- the cooperation of the reporting subjects
- the operation of a social desirability factor and social expectancies.
- feelings of confidence or adequacies of the reporting subjects
- feelings of security or freedom from threat in the reporting situation.

It seems then, that if we ask a small child to tell us what he feels about himself, that what we learn is what he says he is like, or what he wants to tell us. For instance, in a study by Wise (1963) black and white children were asked to draw a person and then to report what that person was like. Even the black subjects who drew black persons ascribed the qualities of "rich"

and "very smart" to them. This factor strongly influenced our decision about how to measure the self concept of a small child in the Responsive Model Follow Through Program.

We believe that change will occur, in a positive direction, during a period of exposure to the constructive treatment of Follow Through teachers. Keeping in mind the factor of social desireability and that small children have limited "pencil and paper" skills, we need to demonstrate that this change does occur. We do this by assessing the children at the beginning of the year, and again after the first planned period of special treatment, about nine months' time.

We decided to combine the two ways of assessment, observations of others, and self report, but to alter somewhat the latter procedure. We first defined what we meant when we said that a child had a healthy self image in the Responsive Model Follow Through Program:

He likes himself, his family and his people. That is, this child is usually cheerful. While he may occasionally cry, he has no extreme shifts in mood. He does not try to be the center of attention. He is not ashamed of himself or his belongings; he does not hesitate to display his work when asked to do so. He is not overly concerned about what others think of him. He is not boastful about his belongings, products of himself, nor is he critical of others. He does not constantly seek reassurance from others. He does not show off if a stranger is in the classroom. If he is praised, he does not become embarrased. This child assumes responsibility for his own actions -- when a toy is broken or a book accidentally torn, he does not blame it on another. Further, he does not appear overly apprehensive about punishment for the accident.

He sometimes relates to other children what his parents say or do. When asked questions about his home, he responds without embarrassment or negative affect. He expresses a desire to take things home from school with him. He talks about what he does at home, and about activities which he shares with his parents. Occasionally he brings something from home which he shows with pride.

He believes what he thinks, says and does makes a difference. This child is realistically proud of his work as evidenced by pointing it out to others. He is at ease with the other children, and he does not bully, or "tell" on them. Sometimes he does things which please another without receiving material gain. He is welcomed by others into play groups; sometimes he is sought out by them for advice reassurance. He is usually even-tempered, but is able to show justifiable anger. On occasion he responds to questions about what he is thinking or feeling. Sometimes he offers comments such as"I want" or "I am afraid of."

He volunteers information easily; other children have no difficulty in understanding him. He does not have difficulty in expressing himself (unless due to a physical impediment or language handicap). His frequency of verbal interaction with teacher and peers is normal -- he is neither "tongue tied" nor a "chatterbox". This child appears to understand what others say to him. He does not withdraw from verbal participation and can give more than one word answers.

He believes he can be successful. This child generally gets along well with his peers. He is neither apprehensive nor withdrawn. If there is another child in the classroom who appears to especially like or dislike him, he is unduly upset by this. There is no one child with whom he is

consistantly having problems. He does not pout, whine or attempt to dominate to get his own way.

This child does not appear to consistently have difficulty in settling down to work. He sets realistic goals for himself. He can be corrected without being unduly upset, and can continue to work even after experiencing failure. If given a choice of things to do or objects with which to play, he chooses where there is an even chance of mastery. The level of problem solving at which he chooses to work is realistically in accord with his previous successes and failures. This child does not always need direction, and can take part in an activity which lacks complete structure.

He believes he can solve problems. This child is not overly dependent on the teacher, nor does he "hang on" to her. He is willing, and even eager, to try out new tasks or games. He seems to enjoy testing his ability. If perplexed, he asks reasonable questions instead of waiting for direction. He sometimes persists at difficult tasks. He does not consistently choose to work at tasks which are so difficult that failure is assured; he does not always choose the easiest task where success is certain. This child can channel his efforts without argument, or without being unhappy, if a new direction is indicated.

The statements above seem to fall into nine psycho-social factor areas: self awareness, appropriate emotional affect, good relationship with family, good relationship with peers, efficient verbal participation, positive approach to learning, realistic reaction to success and failure, self satisfaction. Accordingly, a rating scale for teachers was devised, using these nine factors. The statements were resorted into the nine factors to provide the teachers with a behavioral descriptive guide for rating each child in her classroom:

1. Self Awareness. The child assumes responsibility for his own actions. That is, when a toy is broken or a book torn accidentally, he does not blame it on another. Further, he does not appear overly apprenhensive about punishment for the accident. On other occassions he can respond freely to questions about what he is thinking, or feeling. Sometimes the child offers comments such as "I think" or "I want" or "I am afraid or." If there is another in the classroom who appears to especially like or dislike this child, he is not unduly upset by this. He sometimes does things which please another without receiving material gain.

2. Appropriate Emotional Affect. The child is usually cheerful. While he may occasionally cry, he has no extreme shifts in mood. He is usually even tempered but is able to show justifiable anger. He can express the appropriate emotion in a situation. He acts pleased, surprised, disappointed; in short, he has a wide range of emotional expressions which he calls on when necessary. He is not overly dependent on the teacher.

3. Good Relationship with family. The child talks freely about his family: mother, father, brothers, and sisters. When he is asked questions about his home, he responds without embarassment or negative affect. He expresses a desire to take things from school home with him. He talks about what he does at home, and about what he does at home, and about activities which he shares with his parents. He relates to other children what his parents say or do. Sometimes he brings something from home which he shows with pride.

4. Good Peer Relationships. The child generally gets along well with his peers. He is neither apprehensive nor withdrawn. He does not pout, whine or attempt to dominate and does not bully others, nor tattle on them.

He appears to be at ease with the other children. He is welcomed by others into play groups; sometimes he is sought out by them for advice or reassurance. There is no one child with whom he consistently has problems.

5. Efficient Verbal Participation. The child does not have difficulty in expressing himself clearly (unless due to a physical impediment or language handicap). He is not "tongue-tied" or reluctant to respond to questions. He has a normal-to-high frequency of verbal interaction with teacher and with peers, although he is not a "chatter box". Other children seem to have no difficulty in understanding him. He volunteers information easily. He appears to understand what others say to him. He does not withdraw from verbal participation and can give more than one word answers.

6. A positive Approach to Learning. The child is willing or even eager to try out new tasks. He does not appear to have difficulty in settling down to work. He seems to enjoy testing his ability. He does not always need direction, and can take part in an activity (without getting out of hand) which lacks complete structure. If perplexed, he asks questions instead of waiting for directions. He sometimes persists at difficult tasks.

7. Realistic Reaction to Success/Failure. The child can be corrected without being unduly upset. If he is praised, he does not become embarassed. He is realistically proud of the work he does, as evidenced by pointing it out to others. He can continue to work even after experienceing failure. If a new direction is indicated, he can channel his efforts without argument, or without being unhappy.

8. Self-Satisfaction. The child is not overly concerned about what others think of him. He does not "show-off" if a stranger is in the classroom. He does not constantly seek reassurance from others. He is not boastful about his own belongings, products or himself, nor is he critical of other children. He does not try to be the center of attention. He is not ashamed of himself or his belongings or hesitate to display his work when asked to do so. He does not "hang on" to the teacher.

9. Realistic Level of Aspiration. The child sets realistic goals for himself. If given a choice of things to do or objects with which to play, he chooses where there is an even chance of mastery. He does not consistently choose to work at tasks which are so difficult that failure is assured. He does not always choose the easiest tasks where success is certain. The level of problem solving at which he chooses to work is realistically in accord with his previous successes and failures.

A RATING SCALE FOR MEASURING

A CHILD'S SELF CONCEPT

Ann FitzGibbon

Child's Name _____ Age _____ School _____ Date _____

Teacher's Name _____ Grade _____ City _____

Directions: Read carefully the behavioral descriptions of the nine areas to be rated below. Then make a mark on each line to describe where this child stands in the behavior. For instance, if you feel he/she is a little above average in Self Awareness, make a mark ✓ on the line following that concept somewhere between "3" and "5". If you feel he/she is quite low in Appropriate Emotional affect, make a mark ✓ on the line following that concept over the "1".

Self Awareness

1 2 3 4 5

Appropriate Emotional Affect

1 2 3 4 5

Good Relationship with Family

1 2 3 4 5

Good Relationship with Peer

1 2 3 4 5

Efficient Verbal Participation

1 2 3 4 5

Positive Approach to Learning

1 2 3 4 5

Realistic Reaction to Success/Failure

1 2 3 4 5

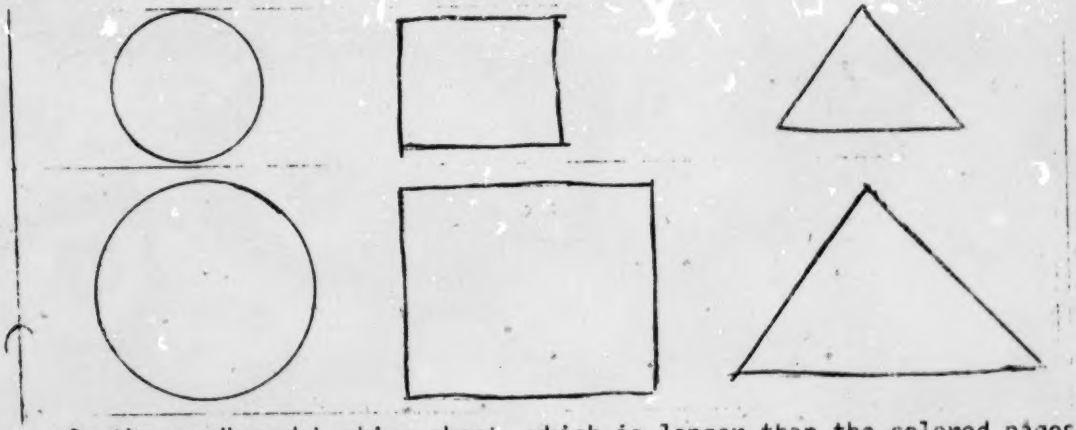
Self Satisfaction

1 2 3 4 5

Realistic Level of Aspiration

1 2 3 4 5

Since we still want to measure the children themselves but are somewhat deterred by the problems of self report, we have decided on a semi-projective devise which can be administered to a group of children. Each child is given a test booklet consisting of easily-turned different colored pages, each containing colored pages, each containing a circle, a square and a triangle:



On the cardboard backing sheet, which is longer than the colored pages, are pasted the child's own picture (circle), an unknown smiling child (square) and a picture of a child whose face cannot be seen (triangle). A series of statements are read, and the child asked to amrk whether it describes him, someone whom he knows, or does not describe anyone he knows. There are twenty statements to be read at two sittings.

Directions for the First Administration

When the child's picture is inplace on each booklet, hand each one his own test (do not give out pencils at first). Then say:

WE ARE GOING TO PLAY A GAME WITH THE PICTURES AND THE COLORED PAPER. SIT VERY STILL WHILE I TELL YOU HOW TO PLAY THIS GAME. FIRST, TURN THE PAPER OVER LIKE THIS (demonstrate) and WRITE YOUR NAME ON THE BACK. (Teacher should help children print first name, and if there are 2 children with the same first

name, some identifying mark should be added). Make certain test booklets are then turned face up, so red sheet is showing.

NOW LISTEN CAREFULLY. LOOK AT THE TOP OF YOUR PAPER (point to pictures). HERE, IN THE CIRCLE IS YOUR OWN PICTURE. RIGHT NEXT TO YOUR PICTURE, IN THE SQUARE, IS A PICTURE OF SOMEONE YOU MIGHT KNOW-- IT MIGHT BE ONE OF YOUR FRIENDS. IN THE LAST SPACE, HERE IN THE TRIANGLE, IS A PICTURE OF SOMEONE ELSE BUT WE CAN'T SEE HIS FACE, SO WE DON'T KNOW WHO HE IS.

I AM GOING TO SAY SOMETHING ABOUT SOMEONE. IF YOU THINK I AM TALKING ABOUT YOU, PUT A MARK IN THE CIRCLE (point) ON THE RED SHEET, RIGHT UNDER YOUR PICTURE. IF YOU THINK I AM TALKING ABOUT SOMEONE YOU KNOW, PUT A MARK IN THE SQUARE (point) ON THE RED SHEET. IF YOU THINK I AM TALKING ABOUT SOMEONE WHOM YOU DON'T KNOW, OR YOU ARE NOT SURE WHO IT IS, MAKE A MARK IN THE TRIANGLE (point) HERE ON THE RED SHEET.

LISTEN, AND I WILL SAY IT AGAIN. (Repeat above instructions.)

Now, if I say "WHICH BOY IS WEARING THE RED SWEATER?" (teacher here illustrates by selecting an item of clothing characteristic of one boy, and indicating how that one child marks under his own picture, and all other children mark under the second picture.)

Now, if I say "WHICH ONE OF THESE (point to each of the 3 spaces at top of booklet drawn on the blackboard) HAS AN ELEPHANT AT HOME? WHICH ONE WOULD YOU MARK? I DON'T KNOW ANYONE HERE WHO HAS AN ELEPHANT AT HOME, DO YOU? THEN WE WOULD ALL MAKE A MARK UNDER THIS PICTURE, (point) THE ONE WHOSE FACE WE CANNOT SEE. DO YOU ALL UNDERSTAND?"

(Give another illustration, if necessary.)

Give a crayon to each child, and say

"LISTEN, NOW, WHILE I SAY THE FIRST THING. THEN, ON THE RED SHEET, MAKE A MARK HERE (point to circle on board) IF IT IS ABOUT YOU. MAKE A MARK HERE (point to square) IF IT IS ABOUT SOMEONE YOU THINK YOU KNOW. IF IT IS ABOUT SOMEONE YOU DON'T KNOW, MAKE A MARK HERE (point to triangle.) Read statement number one, color coded red. (Teacher should check to make sure all children have made a mark somewhere on the red sheet).

Now turn the page like this (illustrate) so the blue page is showing.

Read question number two, color coded blue, and check to make sure all children are marking on correct page.

At this point, teacher should verify again that all children understand the task. Say

"REMEMBER, EACH TIME I READ A QUESTION YOU ARE MARKING ON A NEW COLORED SHEET. IF YOU THINK THE QUESTION IS ABOUT YOU, AMKE A AMRK UNDER YOUR PICTURE. IF YOU THINK IT IS ABOUT SOMEONE YOU KNOW, MAKE A MARK UNDER THIS PICTURE. IF YOU DON'T KNOW WHO IT IS ABOUT, MAKE A MARK UNDER THIS PICTURE."

Continue to read questions, as indicated below, and make certain each child is marking the new colored sheet for each question.

Statements To Be Read For The First Administration

For the red sheet:	Which child can sometimes show the others how to play a new game?
For the blue sheet:	Which child lets someone else take the blame if a toy is broken?
For the yellow sheet:	Which child would rather play with other children than play alone?

For the green sheet: Which child does not like to go home?

For the white sheet: Which child likes to stay close to the teacher?

For the purple sheet: Which child does not talk very much?

For the orange sheet: Which child takes things from school home to show his mother or father?

For the grey sheet: Which child is not sure if the others like him?

For the tan sheet: Which child often has to be told what to do next?

For the white sheet: Which child does not like to play the games he always wins?

When the children have finished marking their responses to questions 10 on the white page, collect the test booklets, making certain the child's name is on the reverse side. Then transfer the child's answers to each item onto the back sheet, and total. Remove the child's picture, repack Test Booklets and return to Far West Laboratory.

Directions For The Second Administration:

Again paste the child's picture on the proper test booklet and distribute the booklets. Makin certain names are on booklet and red page is face up, say

"YOU REMEMBER WE PLAYED THIS GAME LAST WEEK. I READ SOME QUESTIONS TO YOU, AND YOU EACH MADE A MARK ON EACH COLORED PAGE. NOW IF I SAID, "WHICH GIRL HAS A WHITE BLOUSE ON, SOME OF YOU WOULD MAKE A MARK IN THE CIRCLE UNDER OUR OWN PICTURE (illustrate with names) AND THE REST OF US WOULD MAKE A MARK IN THE SQUARE UNDER THE PICTURE OF SOMEONE WE KNOW. REMEMBER, THE PICTURE IN THE MIDDLE, HERE IN THE SQUARE IS SOMEONE YOU THINK YOU KNOW. IF MIGHT BE YOUR SISTER OR BROTHER, A FRIEND, OR SOMEONE ELSE IN SCHOOL. IF I SAY SOMETHING ABOUT SOMEONE YOU DO NOT KNOW, MAKE A MARK IN THE TRIANGEL HERE ON THE END, UNDER THE FACE YOU CAN NOT SEE. IF I SAY, "WHICH GIRL COMES TO SCHOOL ON A TURTLE?" WHICH

Read the following questions, making certain all children are marking a new colored sheet for each question. When item #10 has been answered on the white sheet, collect test booklets, check name on each, remove pictures, score, total, repack and return to the Far West Laboratory. Mark the package "Test Bo

Statements To Be Read For The Second Administration:

For the red sheet:	Which child brings things from home to school with him?
For the blue sheet:	Which child gets angry if someone takes a toy away?
For the yellow sheet:	Which child do the other boys and girls like best to play with?
For the green sheet:	Which child's mother is too busy to play with him?
For the white sheet:	Which child likes to come to school?
For the purple sheet:	Which child often makes fun of other children?
For the orange sheet:	Which child does not give up when the game is hard?
For the grey sheet:	Which child often gets in fights?
For the tan sheet:	Which child do the others laugh at when he talks?
For the white sheet:	Which child is often afraid?

The Problem of Reliability and Validity

Reliability refers to consistency or stability of our measure. Since we do not expect to find consistency in the self concept after a period of exposure to the Follow Through (except with those children who come to the program with a healthy self image) the reliability will need to be determined on another group. Accordingly, a sample of about fifty kindergarten children in the Berkeley schools will be selected and administered the test. This will serve one additional purpose: whether the technique we propose to use is a workable one with groups of small children.

The question of the validity is a more troublesome one. The measure has face and content validity if the statements we are using appear to measure directly something defined as the self concept. Construct validity depends on whether we are actually measuring something which is the self concept. Now every researcher in the field has his own definition of this variable and there is little agreement among researchers. The self concept is not a physical entity but a group of feelings. In tapping these feelings, or in making inferences about them from behavior, our test has construct validity if we assess the psychological processes or personality traits as defined by this model constructor and this test author. It is not possible to demonstrate concurrent validity, since there is no other measure which assess the self concept as we define it. However, we do obtain a measure of concurrent validity by correlating scores from the teachers ratings with scores from the children's projective tests. Predictive validity is related to the degree of success with which the child goes through life. If the child who scores high on our measure really does like himself, his family and his friends, if he believes that what he thinks, says and does makes a difference, if he believes he can be successful and if he belives he can solve problems, then the measure has predictive validity. Other measures to be developed and administrred as the child progresses through school, will be correlated with this first measure to determine the predictive validity.

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